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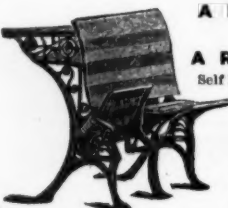
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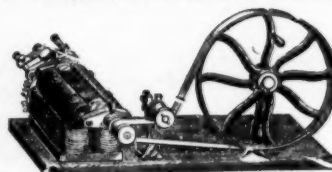
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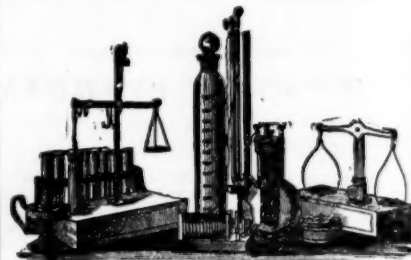
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THE complaint comes now and again from disinterested observers, that the "intemperate activity" of the summer schools is unhygienic in "dog-days," when teachers need rest and not stimulation. It would be an excellent thing for the welfare of the whole class of teachers if those who have been "on the jump" from one intellectual excitement to another in the large educational resorts, during this season, would take account of stock next New Year's and tell honestly whether they are more or less physically tired, than when they had a "nothing to do" summer. The reaction from these weeks of study and lecture excitements may be naturally looked for. Somebody has called these schools, the "canning" seasons of knowledge; does the fruit "keep" and are the teachers and schools really as much benefitted as they are expected to be, for the great efforts made in the "preserving" season? Summer schools have existed long enough now, for an immense "experience meeting" to be held, when these vital questions can be settled. Everything is being tabulated; why not the mental and physical results of a continued summer school attendance?

THE attention of all parts of the civilized world is turning toward a broadening of the educational idea. Thinking men are finding out that there is an analogy between the operations of physical and mental growth. At a meeting in London to discuss the system of competitive examinations it was agreed that they should be abolished and some scheme substituted that should provide for an "all-around working of the brain." Candidates for the Indian civil service often break down at competitive examinations because of the one-sided character of the brain work. "That brain lasts the longest," said Dr. Turner, "that is worked all-round." Dr. Reddie suggested that a system of non-competitive examinations should be extended to an entrance to the universities. "Examinations," he insisted, "foreshadow only the smaller and humbler part of life and character. If the argument that competitive examinations are the only means of bringing students up to the mark be true, it is strongly condemnatory of the system itself. It is a cruel thing to degrade the student's ideal." It was further suggested that if the universities ignored the feeling that was everywhere springing up on this point, a board of instruction should be organized outside who would give the students a chance of doing their work their own way.

These are brave words in the face of tradition and iron-bound custom, and they come to us over the water like a bugle note of independent warfare against the tyranny of examinations, exacted under nervous pressure that in physical and mental results is a reminder of the early Inquisition days.

The answering echo of sympathy in thought and purpose will go back to these men from many philosophical educators in this country. The rapid advance in educational thought everywhere must tend toward the central truth, that merit, character, and fitness for position can never be ascertained by any process of examination that probes only for a knowledge of memorized facts under the unfavorable conditions of fear and nervous anxiety.

INDIFFERENCE to the rights and wishes of others is a national fault. If any doubt this statement let them enter the dry goods establishments in large cities and attempt the smallest purchase. From the moment of being loftily waved to uncertain labyrinths for the article sought, till the flippant serving girl has reached a place in her conversation with a sister clerk, where she can afford to return "the change" that has been thrice too long waited for, the whole atmosphere of the place is characterized by an indifference that is profound. These "cash" boys, waiting girls, and thousands of other boys and girls outside the shops similarly afflicted with the indifferent contagion, will grow up and constitute a great proportion of the men and women of the future. When, where, and by what influences are they to be converted from this exasperating indifference, that amounts to practical discourtesy to others? Most of the girls have finished their school days; the boys may have a good deal of time in school yet.

It clearly comes back to the "ounce of prevention" taken in early training as the only remedy to antidote this poison of careless indifference that is an active poison in American blood. Whether this unbecoming disregard to others is one of the resulting evils of the free-and-equalism of a republic cannot now be discussed; but it is safe to assert that every vestige of it should be stamped out in the public schools as vigorously as the beginnings of a prairie fire. Teachers who are at a loss what the teaching of "ethics" may mean, or where to begin to inculcate moral principles, need hesitate no longer. Here is a field large enough for the army of American teachers to work in all at the same time and never cross each other.

JAMES RUSSELL LOWELL.

The death of this prominent poet, essayist, teacher, critic, and statesman is mourned on both sides of the Atlantic. But few men who have risen to fame have ever known so prosperous a youth, so royal a manhood, or been the object of so much reverence and admiration in their declining years. Born of the finest stock of New England ancestry, he seems to have inherited its best characteristics as well as his literary gifts. Studying under the best advantages which a learned father could procure for him, he entered Harvard college at sixteen years of age, graduating in 1838, with a class-day poem—his first published literary production. Laying aside his legal education he entered at once upon a literary career and easily took rank as one of the first of American poets. Later he took strong moral ground on the slavery question and his famous satire "Bigelow Papers" made it no longer a disgrace to be a champion of human liberty. In 1855, Mr. Lowell was appointed the successor of Longfellow for the chair of modern languages and belles-lettres at Harvard. In 1880, he was appointed to the court of St. James, where his personal elegance, polished oratory, and literary excellence caused him to be universally sought after; Oxford and Cambridge conferred degrees upon him, and England now finds for him a niche in Poets' Corner in Westminster Abbey.

Lowell's permanent place in literature cannot yet be determined. He has not been as widely read as other contemporary poets and essayists; he has not touched the heart, perhaps, with poetic fire, as have others. The studious, scholarly tone of his writings has never failed to win admiration from a cultured, appreciative, but limited class. Although his words are not on every tongue, yet, so long as unwinding satire, keen criticism, subtle wit, and airy fancy find appreciation, his memory will be kept green. And so long as the Junes revisit the earth with their "rare days" will his perfect lines in "Sir Launfal" find expression wherever the English tongue is spoken.

Shakespeare may have perceived this man with a prophetic eye when he wrote:

"His life was gentle; and the elements
So mixed in him that nature might stand up,
And say to all the world 'This was a man!'"

A GOOD many teachers will enter on new fields of labor this year. Among the words of advice that might be given, these will be appropriate. "Conceive the opportunity has come for you to double your ability. Conceive it to be a special destiny (if you will allow the term) to enable you to ascend to greater nobleness as a man or woman. In your former place there may have been weights upon you, hindering your progress; you are now in new fields; throw off those weights; employ your wings; stand erect; walk majestically.

To fall back into the old ruts after vacation is easy; but the opportunity is offered to all as they re enter the school again to convince the pupils that you are renewed spiritually as well as physically. And if the teacher stops to think of it he will feel that his pupils are expecting he will be a different man. Will he meet that demand? Will he disappoint that expectation? Will he be the same manner of man he was before?

An opportunity will offer itself at the outset of the year, not to be repeated during the year. A teacher went into a school and followed a mechanical routine from diffidence, mainly; he afterwards remarked, "I made a great mistake; I should have taken those pupils as they offered themselves to me; the opportunity passed; I felt it when it was too late." This does not need explanation to make it understood. The first day, the first week—they are opportunities. They are like headlands on which we climb to signal.

AS A STUDENT.

A young man had graduated at a college, had immediately taken up the study of the plants in his native town, finally extending it to the county, had been called back to the college as a tutor, had been chosen to a professorship and still possessing the student spirit had undertaken to lecture to the teachers holding their annual institute. He tells us his experience in an article that appeared some years ago in the *Popular Science Monthly*. "I gave them a talk about literature, but saw they were unacquainted with the master pieces and hence unable to appreciate any just criticism; I brought in some of the common flowers and showed on the black-board the structure they possessed, but I saw this was an unknown field; then I brought in some beetles, grasshoppers, snails, and angle-worms, but these seemed to excite disgust; then I wrote a sentence from "Pope's Essay on Man" to arouse some philosophical thought—but found they were only interested in parsing it—yes, they could parse!"

The writer goes on to say that he felt the poverty of these teachers most keenly; they went into the school-room so empty-headed that he did not wonder the children shouted with glee when they were let out at night. He turned his attention to arousing the student spirit in his hearers; he felt that the greatest thing for the teachers was to arouse a love for study, for knowing. Lessing says "all life is for the broadening of thought; we start with a narrow circle as when the stone is dropped in the water; life means a broader circle outside of the narrow one." The student teacher will have pupils who live after this pattern.

The important thing for the teacher is to have a true spirit of acquisition; there is an idea in the minds of very many who enter the school-room that their days of study are happily over! "I have a certificate," what lack I yet? And they may say: "As I have only to teach little children how to read, to add numbers and subtract them, why should I trouble myself about the stars, the flowers, the birds, and the insects." More important than the positive knowledge is the spirit that seeks knowledge.

A child must be looked at broadly; he is a seeker after truth; any work that forgets this leaves the educative line. It is easy to do perfunctory teaching; probably two-thirds of the teaching done this day is perfunctory; the course of study is followed but not the course of nature. Nature says, "examine me; find out all you can about me." She makes students. She rewards those that seek her. But the pupil is turned aside at an early age, the symbols of knowledge occupy so large a place that he never gets at that.

Symbols must be learned; to overcome the deadening influence they exert, the teacher must possess a truth-seeking spirit; and it has become a subject of remark that five times as many teachers have bought books on natural science within the past ten years than during the preceding ten years. Many teachers know something of the flowers laid on their desks although they do not have classes in botany. In other words the student spirit is entering the teachers' ranks. And teachers who are not to teach microscopy or geology are studying these subjects. A primary teacher who is a student is far able to teach reading to a class of beginners than one who is not.

The demand for "all-around teaching" is greater every year, and teachers who are students are able to engage in such work. It is useless to demand that a teacher shall do "all-around teaching" who has not been all around the circle herself. So there are two great reasons why the teacher should be a student—for the spirit and power she will carry into the school-room.

A single line of explanation is needed. "Why do you say she instead of he?" will be asked. It is supposed that most of the young men who are teaching are college graduates and hence, have become students; still this is not absolute it is assumed. It is true that the bulk of the primary teaching is done by women and so we point the moral.

THE case of the removal of Dr. Jas. H. Hoose from the principalship of the Cortland Normal school has attracted a good deal of attention because he is so widely known and esteemed. It appears from a decision of State Supt. Draper made August 5, that on June 8, the local board of managers of the Cortland school removed Dr. H., and nominated Francis J. Cheney in his stead; there were seven of the eight members present and six voted for his removal. The cause alleged was a want of harmony between the board and principal. This action of the board came before State Supt. Draper for approval or disapproval; he approved of it. We do not think this brings any discredit upon Dr. Hoose. The ablest clergyman leave their pulpits because they cannot work harmoniously with the officers of the church. It is not always possible for the ablest principal to co-operate with his board. This Cortland board are doubtless level-headed men; but they have tired of principal Hoose, and want to try Prof. Cheney. It appears that the friends of Dr. Hoose in Cortland mean to oppose the action of the board. Opposition is not always best. When three-fourths of a local board are against a principal it is wisdom to yield. Were Dr. H. an angel he could not suit some boards; Emerson tells us that if the Angel Gabriel came down he would fail to suit the critical people of this world. The action of Supt. Draper after a month's consideration must be supposed to be in his judgment for the best interests of the Cortland school. We admire Prof. Hoose as do thousands and esteem him none the less that his board cannot "get along" with him.

AN American lady working to establish free kindergartens in London, is sending a "certificated teacher of the National Froebel Union" to America to study the systems of free kindergartens here. She predicts that the visiting teacher will return to England full-fledged to assist in carrying out missionary enterprise of establishing "one model kindergarten for the poor in London." Does this American teacher send back to learn of American free kindergartens, because of a natural belief in her mother country, or is the system of free kindergartens better developed here than elsewhere?

A PROJECT has been started for the construction of a fac-simile of the flag-ship of Columbus—the Santa Maria. The building of the duplicate of this famous ship has been entrusted to an officer on the retired list of the navy and will be prominent in the great naval review in New York harbor. The vessel will be manned by Spanish sailors in the costumes of four centuries ago and will be a picturesque object of study for the school children of 1892-3.

A RELATIVE of John G. Whittier is attempting the preparation of the poet's biography. But the great modesty of that unassuming man is making it very hard to get the real facts from him. After data has been obtained from him, by skilful questioning, he is sure to remonstrate, "But I would not mention that if I were thee." This instinctive attempt to keep one's successes in the background, in these days of open self-gratulation, has a suggestion of hidden flowers, only located by their fragrance. Fancy that spirit put into every-day use and something like this would astonish the ears. "Well, yes, the board of education did re-elect me again last spring, and were kind enough to say I had made a great success, and increased my salary \$500, but I would not speak of it again if I were thee," or, "It is true, that I did read a 'paper' before the association and I think the newspapers did copy it verbatim next day, but I would rather thee had not mentioned it." Such ways of putting things have a millennial ring.

THE Free Education Act has received the Royal Assent, and has finally "passed," says *The School Guardian* (London). In this connection a letter from Canon Erskine Clarke, the vicar of Battersea, contains the following points:

"I doubt whether the new Act will prove beneficial to national education—

- (1). Because free scholars are always most irregular in attendance, and it is regular attendance which secures a good result.
- (2). Because I believe that worthy parents of all ranks do not grudge the money which they pay for their children's education.
- (3). Because I think that two millions extra of annual taxation is a bad exchange for the school pence which did not lay a serious burden on anyone."

On the other side of the question, Lord Salisbury says:

"We have passed a Free Education Bill, intending it, and believing that it will be powerful to support that system of religious education which this people love, and though some have doubted our forecast in that respect we do not abate one particle of our hopes and of our belief that we have added to the strength, and influence, and permanence of that great system which distinguishes this nation among the nations of the world."

NORTHERN SUPPORT OF SOUTHERN COLORED SCHOOLS.

By A. D. MAYO.

This is the season when the solicitor for the education of the colored folk down South, marches northward; a "hundred thousand strong"; swarms the streets of every Northern town; talks from the pulpit; beards the financial lions in their dens, and, generally "lays up treasure," each for his own institution or "good cause," for the coming year. Every year the good rises. Probably a response to all the applications made the present summer from these sixteen states in behalf of the 2,000,000 colored children and youth would give each of them an education at Harvard or Columbia university, with pocket money for membership of the "Greek letter" societies, athletic clubs, and so on. The chronic habit of solicitation from this quarter is by no means a specialty of the colored folk. But we speak of this side of the matter, because the plea for the schooling of the negro comes with peculiar emphasis to the Northern people, who, up to 1860, had their own measure of responsibility for the existence and spread of slavery and who, at the close of the war, doubtless from honest conviction, in conferring the privilege of full American citizenship upon the freedman, placed these sixteen states in a position so difficult that nothing less than the Christian statesmanship and Christian philanthropy of the whole country, "working together for good" through a whole generation, can bring the experiment to a happy issue.

No doubt the North ought to help the Southern people educate the negro for this greatest opportunity and most stringent duty of full American citizenship. We still believe that the defeat of the Blair bill, in Congress, was in the interest of educational reaction—a triumph of the enemies of the American common school; and, that, sooner or later, some method of national aid for the common school in the South will be devised on which the friends of universal education can unite. But, at present, outside the gradual increase of home effort, a great deal of money must be given by the friends of education in the North for this end alone. There is a sentimental and unreasoning religious, and a good-natured careless way of handling this very important matter. And there is also a "business way" of organizing and administering this great trust. Just now, outside the operations of the great mission societies representing the different Northern religious denominations, the former method is in full operation. Everywhere, north of Mason and Dixon's line, this summer, every body supposed to be charitably inclined is not only invited but literally beset and importuned by an army of solicitors to this effect. The majority of these people are either the teachers, proprietors, or agents of private or church schools, which receive tuition from their pupils. In many cases their instructors are colored clergymen, who eke out their salary in this way. Several of the great colored denominations, through their leading clergy, are as thoroughly committed to the system of parochial schools and "Christian education" as the Catholic priesthood. Nobody knows how much money goes in this way from the North, every year, to this particular class of schools; or how it is used; or how much money is taken from the colored people of the South by the leaders, chiefly colored, of this vast system of private and church education.

We make no general charge, either of incompetency, or un-economical, or dishonest use of this vast amount, thus taken from the North every year. The one question, this side the line, is:—how can the money the North is willing to devote to this purpose be placed to the greatest advantage of the 2,000,000 children and youth of this race, needing education? An impartial observation of the field—now for twelve years—has confirmed us in several conclusions.

First:—The vast majority, ninety-five in every hundred, of these children, must be educated in the common schools of the South or not at all. In an increasing number of villages and cities the graded school system is established, for eight or nine months in the year, and the country district common school, for at least three months in the year, of every Southern state. Probably every state, this year, will do a little more than the last. With occasional exceptions, all of which could be bettered by resolute and persistent action by the leading colored people on local and state authorities, the public funds are divided between the races with a reasonable amount of justice. But, at present, these opportunities are only used by a minority of the children. Less than fifty per cent. of colored children in the South, between six and

twelve, are in regular attendance in any school. Of course increased attendance would involve additional expense. It would need twice the money now expended to offer seventy-five per cent. of the colored children, between six and fourteen, a fairly good school six months in the year.

Second.—While public and local taxation for education may be slowly increased, it is idle to say that the South will raise this great additional amount within the school life of the present set of children. It can be done in prosperous towns, in exceptional counties; but not in the open country, where three-fourths the children of both races live. It is not a question of what could be done by a people at the top wave of educational enthusiasm or consecration; but what states, counties and towns, in their present condition, will consent to be taxed for. This year, New England expends on her valuation, less than a mill on a dollar more than the Atlantic states of the South for the common school. New England, with that sum educates the whole, from six to nine; the Atlantic South, barely one-half the children, from six to fourteen, four months in the year.

Third.—Every private school established for colored children under fourteen to that degree lessens the ability of the negro to better the situation. At present, ninety-five per cent of the expense of the common school, down there, is paid in taxes, by the white people. It is very difficult to collect even the poll tax of a dollar a year, generally given to the schools, from a majority of the colored folk. There is no doubt that every industrious, temperate, and healthy colored family could not only pay the poll tax, but pay a dollar or two extra, a year for education. That money in the hands of the common school authorities, would add to the length of term; and by working together, as the New England people used to, would build school houses generally better than their own habitations, without public charge. The cessation of church and family quarrels would enable these people to secure better teachers and create a better school public opinion. And all this would encourage their white neighbors, who, like other folk, think well of helping people who help themselves. The reason why this is not done, as it should be, is found largely in the ambition of great numbers of the colored clergy for parochial and others for private schools. These schools draw from the better-off class, both the money and the influence needed to build up the people's common school. If the same body of leaders and the same amount of energy and influence, given in this direction were concentrated on the common schools, they might be so improved as to become, in a reasonable time sufficient for the elementary training which is all the masses could expect.

Fourth.—Every dollar sent South to build up elementary private or church schools for the negroes postpones the success, weakens the influence, and embarrasses the common school public in its effort to provide a reasonably good public school system for all. The talk about "Christian education," by the leaders of this movement is absurd. A good common school, teaching all the Christian moralities, lifting its pupils in range of a Christian civilization, is now the supreme need of the average colored child. The moral tone of respectable common schools in the South is as high as the average colored church; and "a length ahead" of thousands of the churches. Private and church elementary schooling for colored children, unless in exceptional cases, is an inferior method of education, and is not to be encouraged by Northern charity.

Fifth.—The secondary and higher education of the colored people, for a generation to come, must be largely in charge of tuition schools; and a good deal in schools controlled by the missionary educational boards of the different churches. All the Southern states are now establishing normal and industrial schools of the higher grades for the negroes. There seems to us to be enough of these schools to meet the reasonable demand of the race for this side of education. Northern money should be placed, largely, in these schools, which train the teachers, the professional people, the superior girls and, in general, the youth who are to become the true social "upper class;" guiding the 7,000,000 of their people towards better things. Endowment funds; student aid; money wisely given in large amounts, will relieve the Southern people and build up the educational interest in the best way. The North can safely send home this vast body of private solicitors and put its money "where it will do the most good."

WHEN any duty is to be done, it is fortunate for you if you feel like doing it; but, if you do not feel like it, that is no reason for not doing it. —W. GLADDEN.

THE LICENSING OF TEACHERS.

By B. J. TICE, Farmington, Ohio.

If the state furnishes education that education must not only be good, it must be as good as possible. The United States pays out yearly about \$123,000,000 for schools. Although only one-eighth of what is paid for intoxicants, a sum so vast should have no considerable part wasted. But there is an enormous waste in our schools system as any well informed person will tell you.

To illustrate: Suppose we have an untrained primary teacher, at \$900 a year, with forty pupils. Estimating the expense of each pupil for board, clothing, and care at the very low rate of \$100 a year, we have for two years' expenses, \$8,600. If a competent teacher can be got for \$600 we have for one year's expenses \$4,600, thereby getting the same amount of education and saving \$4,000.

Yet, this isn't the worst of it. We have spoken only of the information gained. Now, when we stop to think that the chief end of education is the training of the mind, the development of the moral nature, and the formation of correct habits—in a word character—and that bad habits formed under a poor teacher can seldom be rooted out at any cost, then we begin to see the boundless extravagance, the infinite folly of hiring a poor teacher at any price.

"But what is the best way to improve our schools?" The best thing and the first thing is to get good teachers. A magnificent building is a fine thing. "The teacher is the soul of the school."

We must make teaching a profession. We must root up and cast out the old-fashioned idea that any one can teach who has a fair education. Common sense plus scholarship make a good basis, but a lawyer must have something else and so must a teacher.

Probably nothing will do more to make teaching a profession than a proper method of issuing licenses. The present method of licensing teachers is objectionable because it is awkward, unjust, insufficient, and unphilosophical.

It is awkward because it puts teachers and officers to an unreasonable loss of time, work, and money. Doctors, lawyers, and clergymen who have graduated from some institution controlled by the state are not afterward subjected to further examination even when they go to some other state or nation. There is no reason why teachers should not be treated likewise. Is it urged that teaching is a work of high importance, and that frequent changes are made in the subject-matter and the manner of teaching? I reply that precisely similar arguments will apply to other professions.

In most states if the president of Harvard college should want to teach a one-horse, backwoods district school he would be compelled to submit to an examination by a board made up of "the butcher, the baker, the candlestick maker," men who know nothing of the science and art of teaching.

No matter how many certificates, diplomas, and licenses a man may have, no matter how great his professional reputation, if he wants to go from a city on the Atlantic to one on the Great Lakes, the Gulf, or the Pacific, yes, even from one part of a county to another part, he must accept a place, on condition that he pass an examination.

A teacher was elected to a better place in an adjoining county and had to spend two days, travel 100 miles and work as hard as possible for seven hours without food or rest, to get a license. The next year he moved into another county. Some days ago a teacher came from the next county into this, spent three days in going after a certificate and finally was told that the board would close the school.

The examinations are insufficient, usually not the slightest effort is made to find out anything but book-knowledge and that only in a few studies. The teacher who knows no more than he expects to teach is in a pitiful condition.

We must insist on professional training. Then let us do away with putting the standing in various studies on the license.

Why not make the doctor's diploma read:—

Measles, 88; *La Grippe* 100; *Small Pox*, 25; *Theory and Practice of Medicine*, 97; And the preacher's: *Regeneration* 56; *Eternal Punishment*, 100; *Justification* 87½; and *Practice of Religion* 77½.

Then why not have these licenses good for one year and only in the county where given?

All examining boards should consist of professional teachers, and all questions should be uniform and pre-

pared by state officers. Let such examinations be held at convenient places and be absolutely free.

No person should be licensed without proof positive that he has good health, good moral character, and is at least eighteen years old.

A license for the whole state and for life should be given graduates of a high school who have had at least forty weeks training in a normal school, if both schools are controlled by the state; also to persons passing an examination showing equal work, if they have had at least three years' successful experience in teaching.

Persons holding licenses from another state or nation should be given equal licenses without examination.

The first thing necessary in bringing about a reform is to show the need of the reform. Then show how things should be.

NOT WHOLLY UNDER THE POLITICIANS' HEEL.

By JOHN R. DENNIS.

She was a graduate of that famous normal school where the force of the winter gales from Lake Ontario have made many an ardent student shiver. Having earned a diploma she was put in charge of the primary department of the schools at Elsinore, to be paid a salary of \$450. She had reached the summit of her ambition—a normal graduate and in charge of a school in a town! The pecuniary return had not been the object for which she had labored for so many years; she had determined she would teach and do it skillfully; she supposed there would be a suitable compensation; she always understood there was; and this was all her thought.

Among the last words spoken by her father were these: "Don't be a rolling stone, Hattie; stick to one place and make friends and a home there."

Yes, she would have such a good school that they would not allow her to leave.

She labored faithfully; the children loved her; she had the good will of the parents. The month of June was to show her another power had a grasp on the school—a power that moved teachers about like chess-men.

Mr. Wing hungered for office; he always had done so. As member of the school board in Elsinore his appetite had only been whetted; but the office of probate judge appeared to be within his grasp and he was ready to do anything to win it. He needed the influence of the drug merchant and hinted to him that his daughter might be appointed as teacher in the primary department.

"But how will you get rid of Miss Ledwith?"

"Why, reduce her salary she will go."

A meeting of the school board was called, at which it was understood the teachers for the succeeding year were to be chosen. Willy Mr. Wing could not see how he could use the board to further his schemes except by getting the aid of the druggist; but as he was on his way the carpenter met him and suggested that a new fence ought to be made on the north side of the school grounds. Now this man employed several people, so he said:

"Well Taylor, I am always willing to put some jobs in your way, but there is Stone he has had his eye on this fence for some time."

By this Taylor knew he must offer his political aid, so he said:

"Now, Mr. Wing, Stone can't help you this fall and I can."

"I will bring the matter up, but you know I have but one vote."

At the meeting Mr. Wing said that all of the teachers had given satisfaction and that he was in favor of re-electing them; but it had been said the school was costing a good deal of money and so he proposed to make the salary of the primary teacher \$400 instead of \$450.

"Four hundred dollars is a very handsome sum of money for a young woman to earn in a year; besides the children were the youngest in the school and needed the least care."

The fear of being unpopular led three to acquiesce. The physician, a quiet, thinking man objected; the tinner, remembering the teacher's call at his house when his child was sick hoped it would not make Miss Ledwith dissatisfied. To which Mr. Wing replied he felt that \$400 was a handsome salary, but that they were to do their duty no matter whether people were dissatisfied or not.

Miss Ledwith was stunned at the news; it was brought to her by the tinner. It was plain she had not given satisfaction. In the morning she told Mrs. Green with whom she boarded and hinted it was done because she had not suited the people; but Mrs. Green had a keener sight.

"Pshaw! Its that Wing's doings; he's at his politics again."

She called at the office of Mr. Wing to be told that "the reduction was solely made for the sake of economy; that all spoke well of her, etc."

That evening in looking at her SCHOOL JOURNAL, her eye caught the words "Supplies teachers with places," reading further she sat down and wrote a letter to the "Teachers' Bureau," describing herself briefly. Two days afterward a letter came which said among other good things:

"That you are a graduate of — normal school is greatly in your favor. Please fill out the blank; if every thing is right. I can place you where you can certainly get \$600, possibly \$800. I am always in want of superior teachers; I need a half dozen this day."

Her courage rose. But was she a superior teacher? She filled out the blank carefully, endorsed her photograph and fee and then returned to the question. As she taught each class in succession, she asked herself the question "Did I teach that in a superior manner?"

Then came another question, "How will they know whether I am a superior teacher or not?" If she had read the "blank" carefully she would have noted the request to "give the names of three persons who know most about you as a teacher and most about your teaching." These three persons were at once written to; one was the physician on the board of education in Elsinore. It was his reply that gave her a "rating" in the bureau.

"I have visited her school several times; she is dignified, earnest, of fair presence, able to keep good order, inspire respect and evidently understands the ground principles of education. I believe her to possess unusual merit, etc., etc."

Nearly two weeks had passed since the meeting of the school board. Mr. Wing was doubtful whether his plan would work. He had several consultations with the druggist; he did not dare to insist that Miss Ledwith should inform them whether she intended to remain; he thought he had better leave her alone.

She had just come out of the post office door after school with a letter and encountered Mr. Wing; he stopped to speak, for he surmised her letter might show whether there was to be a vacancy or not in the teacher's ranks; if the druggist's daughter could have a place, his nomination would be much helped along.

"Hope you will be able to stay with us Miss Ledwith."

"I cannot say now what I will do."

"And she hastened home to read a letter that she saw came from the "Teachers' Bureau."

"There is to be a vacancy in the school at —, salary \$650, which I believe you will be able to fill."

Then followed a description of the school, some remarks as to the town, the people, the buildings, the school board, the principal, etc.

The next day day she wrote an acceptance of the new position, and also notified the school board of Elsinore of her determination to leave at the end of the year.

The board met at once, Mr. Wing read the letter and proposed that the vacancy should be filled without delay; he found the results of waiting. Dr. Lamson declared that the place was an important one and that no pains must be spared to get a good teacher. As he had seen the letter to Miss Ledwith he declared that a mistake had been made in letting a six hundred and fifty dollar teacher slip away from them. "Do we want a poorer teacher? Is that our object? We need time to look up a teacher." So the board decided upon delay.

The Teachers' Bureau not only took care that Miss Ledwith had a place, it also addressed a letter to Dr. Lamson recommending a normal graduate of ability. This letter was received the day after the meeting of the board just referred to. Several of the citizens became interested; they all said "we must have a good teacher" and Mr. Wing began to fear that his scheme would not work. The town became interested in the person to take charge of the primary department as it never had been.

When the board met, the recommendations of Miss Fanny Boyd were laid before it by Dr. Lamson. They were so strong that even Mr. Wing had to say "she must be an admirable teacher." But as she wanted \$500 as a salary, he felt quite secure. The rest of the board did not seem at all bent on economy. The rich merchant of the town had remarked: "Get a good teacher no matter what you pay," to Dr. Lamson and he used it with such force that Miss Boyd was elected.

About this time another person had concluded he wanted to be probate judge—a young lawyer of considerable popularity, but who up to this time had exhibited no desire for office. So marked was the interest

of the public in his candidacy that Mr. Wing felt that it was best to withdraw from the contest.

At the closing exercises of the school Dr. Lamson in the name of the board referred to severing relations with Miss Ledwith in fitting terms. "We have lost a good teacher by having a mean streak of economy."

VACATION PREPARATION.

By E. H. ATWOOD, Lincoln Park, N. J.

Preparation for teaching is needed to achieve success. The minister, doctor, and lawyer have it, so, must the teacher. Tired and worn out as we are when closing the school-room door, it seems as if the burden is greater than we can bear. But do we not make it heavier by doing much of our work at the *wrong* time.

Every *successful* farmer during his leisure is making "preparation" for his summer's work. He enlarges his wood pile, sees to it that his mower, reaper, and other machines, his tools and implements, are repaired. Nor is this all having, *done* everything possible he then "sets to work," and *thinks*, "Had I better put potatoes in the corner lot?" "Do I not need more lime on my farm?" "Will I get a better yield by drilling my wheat?"

His plans thought out, his little repairs completed, he proceeds to work. Would his work have been any lighter, or done any better had he rested, by doing nothing, from December to March? Haven't we leisure time when "our" planning may be done?

We have—our summer vacation. We have no minutes in the school-room for *wasted* efforts. Then too, it is so hard to plan while teaching. The vitiated air, petty annoyances, and amount of work are hinderances hard to overcome.

But how changed everything seems when God's fresh-air and bright sunshine, are doing better work than the doctors.

And since our vacation thoughts are our best thoughts, would it not be a good idea to put them on paper, and like the prudent housewife, find ourselves with a good stock of "preserves," on hand. True, we may not have use for all, but far better to have more than enough, than less.

Thoughts on paper, like preserves "well done up" will keep.

Preparation is needed for that upon which activity, obedience, and love for the school-room depend, viz: busy work. Let us for this, plan thoughtfully, liberally and well. Vacation is a good time to prepare cards, "busy-programs" and numerous other kinds of "desk" work, many of which may be thought of, many of which may be taken from THE INSTITUTE or THE SCHOOL JOURNAL.

Preparation for the child out of the school-room. At noon, recess, on the play-ground. This must not be overlooked as the majority of troubles come during play hours.

Preparation of the teacher. Much might be said here, but in whatever way we choose to fit ourselves for the work let us see to it that we enter the school-room this fall, cheerful and feeling *like* work. Wholesome food, and plenty of exercise in the open air will do much in this direction.

There are three reasons why we should prepare. I. Having such a *large* bank account from which we may draw at any time, gives a *consciousness of power* so necessary in the school-room.

II. Allowing the teacher time for thought, concentration of force, and discipline, is highly productive of results.

III. It saves time, giving the teacher a chance to prepare for his profession by study, which can not very well be done when the time is mostly taken up in planning for the school.

WHO HEARD IT?

On the eleventh of last June an event occurred which will go into pedagogical history as one of the most important of this century. It was the first formal and authoritative recognition of teaching as a learned profession—the first granting of university degrees to students of pedagogy as such. It was the proud triumph that crowned at last a long and heroic endeavor on behalf of the school children of this country and the world. It was the long-postponed but unchallengeable success of all that long line of educational martyrs that have labored to lift the most honorable calling in the world to the appreciation of scholars and the public, to cheer hard-working teachers with hope of appropriate recog-

nition and to turn the attention of indifferent school-keepers to the necessity of study.

What consideration did this most important step in school progress receive at the hands of the National Education Association, during its annual session, held this year in Toronto? We listened for some glad mention of it at the meetings we attended. We carefully examined the program, to find what hour and what speaker this stirring theme would occupy. We inquired regarding those meetings from which we were necessarily absent. In vain. So far as we have been able to ascertain, the most significant event of the year in school history was unmentioned at the great Toronto Convention. We repeat our inquiry from these columns. It seems incredible that an association assuming the function of the N. E. A., could make up its reports and choose its subjects with an utter omission of that action of the University of the City of New York which has graced the year 1891, making it an era in the history of education. There must have been some page left out of the program that fell into our hands, some building in which were held meetings we did not hear of, some discussion or at least some enthusiastic mention of this recent triumph. If so, who heard it? KEN.

THE SCHOOL ROOM.

AUG. 22.—EARTH AND NUMBERS.

AUG. 29.—SELF AND PEOPLE.

SEPT. 5.—DOING AND ETHICS.

SEPT. 12.—LANGUAGE AND THINGS.

A MOTH'S VISIT.

"You night moths that hover where honey brims over."

It was in the early twilight one clear, warm summer evening that an old moth peeped out from under the cap-board of a fence where he had lain concealed during the hot sunshine of the day; and after his great eyes, which are set so far out on his head, saw that the last ray of the sun had disappeared, he came out from his



hiding-place. He stretched out his wings, saying to himself, "Now, perhaps I can with some comfort go and find something to eat, and enjoy the evening air, made so sweet by some of our flower-friends. There is little peace for us moths in flying, so long as all those sun loving creatures, the bees, wasps, and flies, are buzzing about in one's path, and like enough crawling down into the very flower cup into which I might have a fancy to dip my proboscis. It was very, very wise of my ancestors that they agreed ages ago to scatter pollen for certain plants on condition that their nectar should be kept secure from the whole tribe of plundering bees, and even from our relatives the brilliant butterflies, since they, too, choose to go abroad only when the sun shines. I shouldn't wonder if it is just to show off their fine clothes! And so, for a longer time than any of us moths can count, a good many blossoms hide their nectar away in long tubes, or spurs, out of the reach of these busy meddlers that are forever flitting hither and thither in the daytime; but even this precaution of shutting our sweet food up in deep cups, fashioned for this very purpose, was not enough, for some of those great, noisy bumblebees, always hungry for honey, actually lengthened their tongues, so that they can reach all but the very deep nectaries. A few trusty flowers, however, have promised to keep closed through the day, and to open only after sunset, when we love to go out on our travels. Such blossoms generally have the sense to wear white or buff or yellow petals, and are very sweet smelling, so that we easily find them, even on dark nights. But I must be off."

And away he darted on swift wings. He hovered a bit over a petunia-bed full of crimson and white flowers, now and then with a quick movement uncoiling his long trunk and thrusting it down into a blossom for nectar, and then away he went down a quite green lane. He knew what was there waiting for him, for he had been there before; and besides, the dewy air was heavy with the strong, sweet perfume wafted from some evening primroses that straggled along one side of the lane.

Pretty soon he saw something shining out ahead of him, and he made straight toward the pale yellow flowers which were beckoning to him. The first flower he reached whispered softly, "You may have your supper; but it's little pollen you can carry from me, for some late-flying bees called here to fill their baskets with pollen to carry home to their greedy babies. Of course a little pollen-dust may have stuck to their coats, and so possibly get to the other primrose pistils, but every single bee tried to pick off every yellow speck and tuck it



in his pocket." Some blossoms had been very cautious and did not spread out their delicate corollas until they actually heard the whirring hum made by the wings of their night visitor.

Before dipping down into a nectary, which in these flowers is at the end of a long, slender tube, the great moth hovered over the blossom just as a humming-bird does, and with his rapidly moving wings made a whirring, humming noise very like that made by these graceful little birds.

For this reason the great-eyed sphinx-moths are often called "humming bird" moths. They are also called "hawk-moths," because they hover over blossoms in much the same way in which hawks do over their prey before darting down to seize it. There are a good many different species of sphinx-moths. Sometimes one flies in at an open window on a summer evening, and is afterwards found dead at the foot of a lamp.

The particular one that visits our evening primrose and helps to fertilize its seeds is a very large moth. A different and somewhat smaller one with gray wings in front, that are prettily marked with dark dots and curved lines, and with the back wings of a rusty yellow, does the same work for the evening primroses in Germany that its cousin does for these flowers in America.

(From advance sheets of Mrs. Fanny D. Bergen's book, "Glimpses of Plant Life." Lee & Shepard.)

LIFE AND NUMBERS.

PRIMARY.

It is of the utmost importance that children, from the first day of life until their faculties so expand that they can reason readily on abstract truths should employ numbers upon things that relate to their growth, their life, their personality. Let us suppose a teacher has thirty or forty children and is determined to have them use *number as a manner of expression*, what is the method or a method?

1. Let her get as many boxes as there are children—envelope boxes will do very well; on each put the child's name.

2. Get a number of cheap brown envelopes—these can be made of manila paper by the children. In fact it is far better to make them than buy them.

3. Then some cardboard and a pair of scissors, and a pencil.

Now for the lesson. The teacher begins: To-day we shall use cents; you may make some. Cut a strip of card a half inch wide, (mark this with a rule) now cut off squares; cut twenty-five; mark each *one cent*; do it neatly.

I have some cardboard which I will cut in strips and mark mine *candy, pins, needles, pencils, oranges*.

The candy is 1 cent a stick,
" pins 3 cents a paper,
" needles 5 " a paper,
" pencils 5 " each,
" oranges 5 " each.

Now all will make out a memorandum like this:
June 14, 1891.

Mary Smith bought,

2 sticks of candy, \$.02

1 $\frac{1}{2}$ paper of pins, \$.03
2 " " needles, .10
1 pencil, .05
1 orange, .05
— .25

Do not make them all like this; if you want to buy more you must have more money. Perhaps you will not all want pins, or a pencil. Perhaps some will want oranges and candy, and no needles.

Henry has his ready, so has Mary, so has John. Be sure they are added up right. Bring up your memorandum and your money. You see we are going to play store.

In a short time the teacher's desk will be covered with the cents and the pupils will have the goods.)

Now you must put the candy in one envelope the needles in another and so on and put them in your boxes I will put away the money.

LESSON II.

1. The pupils will each make five five cent pieces and five, ten-cent pieces.

2. The teacher says "I had a busy time yesterday. I took in a great deal of money. I will appoint three to count it. (She gives a part to each.) Count carefully. While they are doing that I will look over your memoranda, and put the amount on the blackboard. Mary may read the amounts.

"John, .24; Mary, .14; Helen, .18; Henry, .15; Sarah, .10; Lena, .12; etc., etc."

Now you may help to add them up.
(After some time they declare the amount to be 460 cents.)

Well now let us see; if you paid in 460 cents, I should have 460 cents on hand. (They have got done counting.) John, how many in your part? "(220.)" How many has Sarah? "(140.)" And Ellen? "(100.)" Well, then add those. How many? "(460.)"

Well, it comes out right doesn't it? Your memoranda say you bought 460 cents worth of me and I have 460 cents.

LESSON III.

Now to-day I will give each of you a little blank book. Write your name on the outside. (These books should be a half sheet of foolscap folded about the size of an ordinary envelope; a cover is made of brown manilla. If possible have the children make them, *this is important*.)

Begin on the first page to put in what you bought day before yesterday. Put it like this:

June 14, 1891.

Bought 2 sticks of candy, \$.02
" 1 orange, .05
— .07

Now as you have forgotten what you bought we will look over my memoranda; so you see the use of having written memoranda. Mary may distribute them. When you get them copy them in your books.

Put away your money in an envelope and put all in your box.

LESSON IV.

Now you all have some things on hand—people call these *merchandise* (writes the word on the blackboard). I am going to appoint Charles as a merchant as he seems to be very careful. You see it takes a careful person to be a merchant. (Charles has another envelope box and marks it *merchandise*). Charles you may buy the candy, oranges, etc., the others have. I will give you my money to do it. But you may write a receipt for it. This is the usual way:

"Received June 17, 1891, of — 460 cents."

JOHN SMITH.

Charles will put my name in the blank and sign his name at the bottom. Now if anyone asks what has become of the money I can show them this receipt. This is the way business people do.

Well now, Charles has the money and he will buy all those things back. He must put the candy in one envelope, the pins in another, and so on. As you have some money you will want to buy some more things. How much money have you? (100 cents.) Be careful not to lose a single piece.

To-day Charles will have some apples at five cents, some ribbon at ten cents a yard, some thread at ten cents a spool, and marbles at eight cents a dozen.

Now each will make out his memorandum; make it neat; see that you add up the figures correctly. Here is Mary's:

June 19, 1891.

Mary Smith bought of Charles Jones,

4 apples, \$.20
2 yards ribbon, 20

3 spools of thread, \$.30
1 dozen marbles, .07
— .77

Now when you pay Charles he will put his name at the bottom thus:

"Received payment,
CHARLES JONES."

Usually the merchant writes out the "bill" himself, but Charles has so many customers that I will let you "make out the bill" and hand it to him, for his name at the bottom.

QUESTIONS.

Why does he put his name at the bottom? Who will keep the bill you or Charles? Four apples at five cents each cost how much? etc., etc.

LESSON V.

I hope your boxes are in nice order. Is your money in the envelopes? Have you put your receipts into an envelope?

Charles has pasted a piece of paper that gives the prices he pays for things.

PRICES, June 20, '91.

Thread, \$.02	Apples, .02
Oranges, .02	Marbles, .03
Ribbon, .02	Candy, .01
Pins, .01	Pencils, .01

You see he charges more when he sells than when he buys. Why is that?

Now begin and make out a memorandum very neatly for six things each. Charles has chairs at 25 cents each, hats 35 cents, skates 18 cents, canes 15 cents, umbrellas 44 cents. Here is Mary's memorandum.

June 20, 1891.

Mary Smith bought of Charles Jones,

1 chair,	\$.25
1 hat,	.35
2 umbrellas,	.88
6 papers of pins,	.18
4 pencils,	.20
6 oranges,	.30
	2.16

Received payment.

That seems to be right. Now go to the merchant and get the chair, hat, etc. Pay the bill, get it receipted, and put your merchandise away carefully.

All of this work will give them examples in language, penmanship, doing, numbers, business forms, and general thinking.

It will be a good plan for another pupil to be made a wholesaler and he will buy of the pupils at low rates, and sell to Charles who is the retailer; but this is not absolutely necessary. The object is to show the pupil that numbers is needed to carry on the business of life.

LESSON VI.

Charles has a new price list to-day; I will put it on the blackboard.

8 chairs for	72 cents
4 hats "	56 "
8 oranges "	48 "
12 papers of pins	72 "
10 pencils	60 "
12 sticks of candy	24 "

You see his prices have been changed. Now each of you will make out a memorandum for 5 chairs, 3 hats, 5 oranges, 9 papers of pins, 7 pencils and 11 sticks of candy.

This example will demand division, multiplication and addition, writing and knowledge of business forms, and general thinking powers.

It is of importance that each pupil receive a piece of card representing 5 chairs, another representing 3 hats, etc. This gives an actuality to the work; it gives them something to take care of, to put away with neatness and in a specific place.

In carrying this plan of having numbers represent life, the transactions growing out of life, too large a list of articles must not be made; twenty or thirty separate things are enough; preferably twenty-four.

A price list should be put up each day; the prices should vary from day to day.

Put in your book the things you bought, the price, and amount.

LESSON VII.

What shall we buy to-day? We will buy for the household, sugar, tea, coffee, flour, meat and potatoes. Each may buy small quantities. For another lesson a picnic or party may be provided for. The whole field of life may be traversed.



THE PARTITION OF AFRICA.

By JACQUES W. REDWAY.

* Copyright, 1891—Map and text.

Cut this out and fasten it in the copy of the geography your pupils most commonly use for reference. If possible and practicable furnish each pupil with one like it. It shows just how Africa has been parceled out among European nations. It is worthless for all other purposes, however, as it shows neither drainage, topography, or geodetic positions. Therefore, consult it only for the purpose for which it is intended. The boundaries of such areas as are supposed to have political or tribal organization are designated by dotted lines, thus; the partition lines agreed upon by the Berlin Conference, by broken lines, thus - - - -. On the map the two frequently appear side by side, and owing to the difficulty of reproducing a map by any of the photo-processes, it may require a little close study to determine the significance of the two. Moreover, a boundary line in Africa means but little. There are probably not one thousand miles of surveyed boundary in the whole grand division, and where an actually located line occurs, it is probably the work of British South African surveyors. All the other lines are flat boundaries—that is, lines drawn on paper. There is a remarkable free-and-easy uncertainty about boundary lines in Africa. No two atlases are alike, and the reason therefore is not hard to find—there are but few established boundaries. The only political organizations whose limits have been determined with any degree of accuracy are the British possessions in South Africa, and those of the Congo Free State.

It is well to point out a few inconsistencies that still cling to many American text-books, however, chief among them is the retention of the names of divisions that have no existence. For instance, there are Upper Guinea and Lower Guinea. These divisions never had any political or tribal organization whatever; they were names simply applied to the west coast of Africa—just as one now speaks of the Coromandel coast or the Malabar coast. Fifty years ago there was need of the name, but now, since every inch of the coast has been brought under one political organization or another, the name should be dropped. Another name is Sudan. The Sudan is a fertile belt stretching across the whole of the African continent. It should be spoken of as "the" Sudan—just as we speak of "the" Plains, or "the" Basin Region of the United States. Still another and meaningless name is Mozambique. The Mozambique coast has long since been held by Portugal; there was never a definite ter-

ritorial division of this name—except on school atlases. Another confusing name happily removed from a few of the more recent text-books, is Zanguebar. There is not now and never was such a political division. Zanguebar and Zanzibar are one and the same. The Sultan of Zanzibar established his capital on an island; he also controlled that portion of the coast extending from Rovuma to Juba Rivers. If the name of the island was Zanzibar, that of the coast could not well be different. As a matter of fact, the dominion of the Sultan has been divided. The island now belongs to Great Britain; the coast region in part is officially named "German East African Colony." "Ethiopia" has pretty generally disappeared from atlases and text-books, and the Congo Free State is found in its place. Egypt has practically no fixed boundaries on the south and west. The provisional southern boundary is a parallel drawn through Wadi Halfa; the Egyptian Sudan is still in a state of revolt.

Morocco, Liberia, Orange Free State, South African Republic (formerly Transvaal), and Congo Free State, are practically independent. The last named has more the nature of a business corporation, than that of a political organization. The king of Belgium is president of the corporation, but the latter is in no way connected with the Kingdom of Belgium. The two Boer republics, Orange Free State and South African Republic, are subject to Great Britain to the extent of an agreement to make no treaties without the consent of the latter nation. Egypt, nominally tributary to Turkey, is practically controlled by English bond-holders of the Suez canal.

The following table shows the allotment of territory affirmed by the Berlin Conference:—

TO GREAT BRITAIN:	sq. miles.
Gambia	2,700
Sierra Leone	15,000
Gold Coast	46,000
Lagos and Yoruba	21,000
Basins of Niger and Oil Rivers	290,000
Total British Guinea	374,700
Cape Colony, Griqua Land, Pondo Land, Basuto Land and Walvisch Bay	243,150
Zulu Land and Tongu Land	14,320
Natal	21,150
Bechuanaland and Protectorate	170,000
Basins of Zambesi and N'Yassa	540,000
Total British South Africa	988,520
Zanzibar and Pemba Islands	985
Egyptian Sudan and adjacent territory	1,065,000
Somali Coast (Gulf of Aden)	30,000

Sokotra Island	1,882
Total British East Africa	1,097,367
Islands of Mauritius, St. Helena, Ascension, Tristan da Cunha	1,179
Total British Africa	2,461,766
TO FRANCE:	
Tunis	44,800
Algeria	184,500
Part of Sahara	1,568,000
Senegambia	51,000
Gold and Benin Coasts	7,500
Part of the Sudan	475,500
Equatorial France ("French Congo")	220,000
Bay of Tajura (Obok)	2,320
Madagascar (protectorate)	286,600
Comoro Islands	760
Réunion Island	970
Total French Africa	2,841,950
TO PORTUGAL:	
Guinea coast	11,600
Angola and Benguela	603,000
Mozambique Coast	293,000
Madeira Islands	814
Cape Verde Islands	1,490
St. Thomé and Príncipe Islands	420
Total Portuguese Africa	909,824
TO SPAIN:	
Tetuan (in Morocco)	27
Part of Sahara (claim not yet granted)	243,000
Canary Islands	2,800
Guinea coast	980
Total Spanish Africa	246,757
TO GERMANY:	
Togoland (slave coast)	16,000
Cameroons Plateau and coast	180,000
Damara and Namaqua Lands	324,000
East African Colony (Zanzibar coast)	361,000
Total German Africa	881,000
TO ITALY:	
Abyssinia, Somali coast, and Eritria	315,100
TO TURKEY:	
Egypt and Tripoli	836,000
CONGO FREE STATE	827,000
BOER REPUBLICS	163,400
LIBERIA	37,000
MOROCCO	220,000
Unappropriated—about	2,000,000
Grand Total—about	11,689,797

LESSONS IN "HOME-LOGY."

By OSSIAN H. LANG.

II. PARK-LAKE AND ISLAND.

Refer to the story of "The Dog and his Shadow." You know the greedy dog lost his meat, when he crossed the river. Why? The meat floated away on the water. You all have seen the river that flows by our city. Do you remember its name? Review river. The water of the river runs very fast. We will go to see another water which stands still. We want to learn all about the park-lake-island.

The Walk to the Park-Lake.—Stop! What street is this? Runs from south to north. This is Music Hall. Why called so? Call attention to the street cars (closed and open), the double track (why?), horse, driver, conductor, passengers, fare, car-barns. We have been going north. Here we turn into another street. It runs from the east to the west. Electric cars, trolley-wires, Forest Lawn cemetery, monuments, the park, etc.

The park-lake.—a. From the first bridge.—Short talks of what we can see:

1. The bridge.
2. The park and boat-house. Notice the flag on the roof. Sing "Our Flag."
3. The row-boats, form, made of wood, oars, seats, rudder; canoe, paddle; steam-launch.
4. Swans, geese, ducks. Comparisons.
5. Fishes. Why they do not drown in the water. Can little children live in the water? Do not go too near to the water. Feed the fishes.
6. The sun and the clouds in the water, the shadow of the bridge and the boat-house.
7. The monuments of the cemetery in the distance. Draw in your sketch-book and encourage your pupils to do the same. (If possible, photograph 1 to 3 and 5 also a lake-scene.)

(b) Walk along the lake.—1. Why is it called park-lake?

2. There is land right in the water. The swans can swim all around it. If we were in a boat, we could ride around it. That is an island. Continue the object lesson. There is another island and there still another. Do you all see the wee little, wooden houses on the islands? There the swans, the geese, and the ducks have their nests.

3. Land nearly all around the lake.

4. Here is another bridge. Measure the depth of the lake from the bridge by means of a string.

Draw an island and an outline of the lake. Do not give any text-book definitions; the children's own explanations are better, at least more valuable, even if they are not of the regulation-size and style. Give the little ones a chance to rest and play. "London Bridge is Breaking Down," and "We are a Crowd of Jolly Sailor-Boys," are very appropriate games. Play along with them.

Talks in the school-room.

1. What we saw on the way to the park-lake.

2. What we saw from the bridge at the boat-house.

3. What we know of the park-lake.

4. The islands we have seen.

5. The songs we sang and the games we played.

Drawing on the blackboard.

1. A sketch of the park-lake.

2. An outline map of the lake.

Molding in clay.—The lake and islands. Bridges built of blocks. The boys may cut little boats of wood, the girls may make them of paper.

Have the children tell what they know of these objects.

Comparisons.

1. River and lake. Would the dog have lost his meat if he had crossed the lake? Water of the river runs; water of the lake stands still. Land on both sides (banks)—land nearly all around.

2. Creek and lake.

3. Island and lake.

4. Bridge and island.

5. Flower-beds (garden,) and island (lake).

Review.—Who has seen the lake in winter? Ice and snow, skating around the islands. When spring comes, snow and ice melt. Review.

What we know (a) of the lake, (b) of the island.

(a) 1. The lake is a large (big) water. 2. The water of the lake stands still. 3. There is land almost all around the lake. 4. Fishes live in the water. 5. Swans, geese, and ducks can swim on the water.

(b) 1. The island is land in the water. 2. There is water all around the island.

Applications.—What other lakes are in or near our city? What islands? Who has had a boat-ride around Grand Island? Houses, people, roads, pleasure-grounds, animals, etc., on Grand Island. Direction: south to north. Some islands are so large that it takes many days to ride around them.

Recitation and singing.

1. If all the world were water,
And all the water were ink,
What shall we do for bread and cheese?
What should we do for drink?

2. London bridge is breaking down, etc.

3. Swan, swan, over the sea;

Swim, swan, swim!

Swan, swan, back again,

Well, swan swam.

4. Gaily our boat glides o'er the sea. (Song Treasures p. 43)

Manual Work.

1. Block-building: a bridge.

2. Paper folding: a boat.

3. Stick-laying: the boat-house.

4. Paper-cutting: fishes.

5. Drawing: 1 to 4, a swan, a goose, and a duck.

(These lessons (first, July 11.) in "Home-ology," are designed to illustrate the manner of instruction in home-geography, in the primary grades, on Herbartian principles.)

CHAT AT THE SAND-BOARD.

Lena may make a peninsula. What can you say about a peninsula? "It is land extending into the water." Willie may make a mountain and a hill. What is the difference? "The mountains is higher."

What is the top of the mountain called? "Its crest."

What is the bottom of the mountain called? "Its base."

What do we get from mountains?

"Water, coal, iron and precious metal."

What state near us has a great deal of coal and iron?

"Pennsylvania."

Selma may make an isthmus.

How many great isthmuses are there in the world?

What one have we heard a great deal about?

"Panama. We have heard about the canal."

Henry may make a strait. A strait is water but what division of land is it shaped like? "An isthmus."

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

SOME EASY PANTOMIMES.

For an evening entertainment, perhaps to raise money for school library or apparatus, I suggest a few pantomimes that may be easily gotten up. One that is intensely funny is "Lord Ullin's Daughter" by Thomas Campbell, given as a burlesque. The pantomime is presented while the poem is being read, and the characters should be personated by the older scholars. The necessary stage accessories are four breadths of blue-green cambric of sufficient length to reach across the stage to the wings; this is for "Lochgyle." For the boat, provide the largest size wash tub and put casters on the bottom of it so that it will roll easily; a rope may also be attached to the tub and pulled from behind the wings in order to assist the ferryman. The costumes may be as ridiculous as possible having just suitableness enough to suggest the characters. For instance, the "Chief of Ulva's Isle" may be dressed in knee breeches, and short coat, and gay sash crossing over one shoulder around his waist, and tied with long ends on one hip; long, black colored ribbon or tape, and little Scotch cap and long plume?

The part of the bride may be taken by a young boy, who should be dressed in a white dress and wear a long veil of mosquito netting or cheese cloth; also short wristed, white cotton gloves.

Lord Ullin and his chieftains wear Scotch caps, afghans or gay shawls about their shoulders for "plaids" and ride children's hobby-horses.

The reader begins the poem and the curtain rises revealing the boatman, dressed in rubber coat, boots, and tarpaulin hat, at the back and left of the stage on the shore of the green cambric lake; his boat lies at the water's edge, he paces the shore, shaking his head and gesticulating about the threatening storm. Concealed by the wings, let several hands gently shake the cambric water into waves. A moment later the chieftain and his bride rush to the shore, and with frantic gestures beg to be taken across the lake. The boatman reluctantly consents. The chieftain takes from an old-fashioned carpet bag, which he carries, a pair of immense "arctics" and puts them on the bride's feet, then awkwardly helps her into the boat and follows with the ferryman. Both men have spiked poles with which to push the boat along.

As the poem proceeds and the storm increases the cambric must be more violently shaken. At the tenth verse the tramping of horses is heard behind the scenes; at the eleventh verse in rushes Lord Ullin and his men to the place from which the boat started. Between bursts of weeping in an immense handkerchief, Lord Ullin beckons wildly to his daughter to return. The horsemen ride up and down the shore, thunder is represented by rattling together two sheets of tin, and as the last verse of the poem is reached, the cambric is lifted at the back of the stage and thrown completely over the boat and its occupants just as the curtain falls.

Published in the January number of *St. Nicholas* in 1877 is the "Modern and Medieval Ballad of Mary Jane" with full directions for presenting it in shadow pantomime. It is exceedingly laughable. "A Country Wedding," by Bayard Taylor, published in "Happy Hours for School and Home" is also very good.

A PIECE OF ADVICE.

By F. G. B.

Children, I'm going to give you all

A piece of good advice.

Remember now each word I say—

I cannot give it twice.

You've doubtless heard it many a time,

As told in prose and told in rhyme.

Each morning early be at school,

There study well, obey each rule;

Be sure your hands and face are clean,

Your hair well brushed when there you're seen.

At home take care to close each door,

And don't throw things upon the floor.

Follow these rules, and though you're small,

You'll find yourselves beloved by all.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

NEWS SUMMARY.

AUGUST 1.—Dillon and O'Brien released.—Hippolyte seeking to extend trade with the United States.

AUGUST 2.—The Chicago fair commissioners go to Berlin.—Russian and French naval officers exchange compliments at Cherbourg.

AUGUST 3.—Mormons assert that they caution immigrants against polygamy.—Death of Bishop Flasch, of the Roman Catholic diocese of La Crosse, Wis.

AUGUST 4.—Forty-two thousand veterans in the G.A.R. parade in Detroit.

AUGUST 5.—Second national temperance congress at Staten Island.—The British parliament prorogued to October 24.

AUGUST 6.—A West Shore express wrecked near Montezuma, N. Y., and thirteen persons killed and many injured.—Tennis n eighty-two years old.

AUGUST 7.—Report that Balmaceda of Chili has declared war against Bolivia.

AUGUST 8.—Influenza in Moscow.—Emperor William recovered sufficiently to review his soldiers.

AUGUST 9.—International geographical congress held at Berne.

AUGUST 10.—Russia threatened with a famine.—The German government to establish a complete telegraph system on the German East Africa coast.—Frederick Douglass resigns as minister to Hayti.

AUGUST 11.—Meteoric shower in northern New Jersey.—The question whether Chinese can come to the World's fair submitted to the United States government.

AUGUST 13.—Baron Hirsch desires to rent land along the railway in Asia Minor for a Hebrew colony.

THE DEATH OF MR. LOWELL.

In the death of James Russell Lowell our country loses one of its most distinguished men of letters. He was known all over the English-speaking world as the author of "The Biglow Papers," "A Fable for Critics," "The Vision of Sir Launfal," and numerous brilliant essays. Lowell was minister to England under Hayes. About the only ones now left of the old group of authors are Holmes and Whittier. Tennyson telegraphed that "England and America will mourn Mr. Lowell's death. They loved him and he loved them." The *Pall Mall Gazette* said of him: "His place is with Carlyle and Ruskin. What these men have done in prose to kindle faith, stimulate conscience, and direct the energies of their time, Mr. Lowell has done in his prophetic verse." George W. Cable said: "What he wrote he was—and much more. He stands this test of greatness, that there is no falling off when we turn to the man and his life from the author and his books."

THE RETURN OF ENCKE'S COMET.

On August 2, Encke's comet was discovered by astronomers at Lick's observatory on Mount Hamilton in California. As this comet returns at intervals of three years and four months the astronomers were looking for it, and the best telescopes of Germany, France, Italy, the United States, Australia, and China were leveled to the field of its orbit. It was known to be somewhere in the field of vision, unless like Biela's comet it had met with an accident. That celestial wanderer split in two parts in 1846, and has since been lost to view.

Encke's comet was discovered by Prof. Pons, the French astronomer, in 1818. It was afterwards observed by Prof. Encke, of Berlin, who predicted its return in 1822, and it was seen in that year by Sir Thomas Brisbane in New South Wales. Encke predicted that it would return again in 1825 and in 1828. It did return and has been known as Encke's comet ever since. Encke's comet travels in an orbit that carries it at times to a distance from the sun four times that of the earth. Again it approaches the sun until it is only one-third the earth's distance from it. When seen by Prof. E. E. Barnard at the Lick observatory the light from it was very faint, but it will become brighter with time. It had a coma and a nucleus and the tail was soon expected to appear.

THE EMIGRATION OF RUSSIAN HEBREWS.

Arnold White, Baron Hirsch's chief lieutenant in the scheme for assisting Russian Hebrews to emigrate, recently, in an interview, gave some interesting facts. He has visited all the important places in Russia where the persecuted people live and studied the question from all sides. There are two objections to sending the Hebrews to Palestine—first, because the climate is unsuitable to children born in the north of Europe, and second, because Russia will sometime acquire that country. A nation the size of Russia must have seaports; hence the designs on Palestine. At present Russia has no seaport that is open in winter, even Odessa being frozen up for forty miles out to sea.

As Palestine is out of the question other countries must be chosen. It is probable that colonies will be formed in Argentine, Brazil, Australia, and perhaps Canada. In Russia the Hebrews are not allowed to buy and sell land. It is proposed to form agricultural communities of them, wherever they are sent. It will take twenty-five years to accomplish the work and not more than thirty thousand emigrants will be taken at a time.

EARTHQUAKE AND TIDAL WAVE.

A severe earthquake took place at the head of the gulf of California on August 6. Two Cocopah Indians who live near the scene of greatest disturbance, and who arrived at Yuma, A. I., shortly after, say that early in the morning hundreds of mud volcanoes burst into violent eruption. The air grew dense and many infants were suffocated. At last a violent thunderstorm cleared the air, only to show an immense tidal wave approaching with great velocity. The water rose, swallowing up their cattle, horses, and grain fields, and forcing the Indians to flee to the top of the mesas, 100 feet above the river.

Earthquake shocks then began. The fourth one threw every one down, seriously injuring many. The dust darkened the air. The rumble of the earthquake, the sharp explosions of the distant volcanoes, and the bellowing of the crazed cattle, frightened the Indians, who fled wildly up the river. Only two reached Yuma. The others dropped exhausted on the route.

Some cattle men who witnessed the scene from the top of a hill say that the tidal wave was fully one hundred feet high, and that a river of bluish purple fire flowed down into the Colorado, near the gulf. This was undoubtedly from the sulphur mountain, which was set on fire by the burning material thrown out by the volcano.

THE OLD WARSHIP "BROOKLYN" BURNED.—The *Brooklyn* was burned near Boston recently, as she was no longer of any use. This vessel took part in the blockade of New Orleans and was the next ship to Farragut's flagship, the *Hartford*, in the memorable ascent of the Mississippi and the capture of New Orleans. On this expedition she came into violent collision with the *Kineo*, and after clearing herself she received a heavy fire from Fort St. Philip. At Fort Fisher the *Brooklyn* did effective service. She afterward assisted in an attempt to capture the *Alabama*.

ALASKAN EXPLORATION.—A letter from Lieut. E. J. Glave says that his party has been entirely successful with their adventure of taking a packhorse into the heart of Alaska. He reached one of the most central parts of inner Alaska, from which an immense valley, thickly covered with luxuriant grasses, stretched away in all directions. They had all kinds of experiences in reaching that point—steep ascents and descents to make, swift streams to cross, bogs to get through, and snow to pass over. Alaska is surrounded at all limits by rugged walls. When the difficult barriers are crossed a splendid country is reached, with deep, swift streams and lakes well stocked with fish, and fine pasture and wild fruits in abundance.

A SPANISH AUTHOR'S DEATH.—The death of Don Pedro Antonio de Alarcon, politician, novelist, poet, and journalist, of Spain, took place recently. He was born at Gaudix, a small town in the province of Granada, March 10, 1833. At fourteen he was graduated at the college of Granada. His works in various departments of literature, especially fiction; were numerous.

STONEWALL JACKSON'S STATUE.—A statue of this famous soldier was unveiled at Lexington, Va. It is of bronze, heroic in size, and portrays Jackson, with uncovered head, leaning on his sword and left leg and looking out upon a field of battle. In the right hand, at his side, is a field of battle. In the right hand, at his side, is a field of battle. In the right hand, at his side, is a field of battle.

SUFFERING IN GERMANY.—Destitution among the lower classes in Germany is said to be intense and growing worse. Potatoes, the usual price of which is 1½ marks per bushel, now costs six marks per bushel. Bread is becoming dearer every week. Every branch of commerce is suffering, and many bankruptcies are announced.

WHAT SIAM WILL SEND.—Hayti and Siam have officially accepted the invitation to take part in the World's Fair. The Siamese exhibit will consist of immense ivory tusks, coffee, tea, sugar, cotton, tin ore, gold, diamonds, precious stones, musical instruments, etc.

THE "MAJESTIC'S" FAST TRIP.—This steamship crossed the Atlantic in 5 days, 18 hours, and 8 minutes. The next fastest trip was made in 1890, by the *Teutonic* in 5 days, 18 hours, and 5 minutes. The *Majestic* took one of the straightest courses ever attempted, the distance traveled being 2,777 miles. The *City of Paris's*, distance was 2,788 miles in the famous voyage in 1889, when she made the fastest daily run—515 miles.

MANIPURIS CONDEMNED TO DEATH.—The courts have confirmed the sentence of death of the regent of Manipur and his brother and also of the general who gave the command for the massacre. Several of the Manipuris and one ex-British sepoy, who took part in the massacre, have already been executed.

PAUPER IMMIGRATION.—The New York state convention of county superintendents of the poor, at Ithaca, adopted a resolution that the government should try to make an arrangement with foreign governments to prevent the sending here of immoral and indigent persons.

ARBITRATION PROPOSED.—In the British house of commons notice was given that at the next session a resolution would be introduced in favor of a treaty between England and the United States, by which the two nations shall agree to submit to arbitration any differences that may arise between them, if they cannot be settled by diplomacy.

RECIPROCITY WITH CUBA.—The demand for freer trade relations with other nations has just resulted in a reciprocity treaty with Spain. It provides that after September 1, 1891, a large number of articles, principally agricultural, shall be admitted into Cuba and Porto Rico free of duty. Among these are meats, grains, and wheat flour. On cotton, medicines, leather, watches, and clocks, etc., the duty is reduced 25 per cent.

WILL THEY GO TO LIBERIA.—A movement is on foot for the emigration of negroes to Liberia. An agreement has been reached by which a fleet will be at the disposal of the colored people, and ships will sail frequently from Southern ports direct to the African coast. Many assert, however, that most of the colored people are satisfied to remain where they are.

DRAKE'S TOMB.—A few weeks ago it was reported that the tomb of Joseph Rodman Drake, the author of that popular poem "The American Flag," was in a neglected condition. The tomb is in the extreme northeastern part of New York city. The Brownson Literary Society, of New York, undertook the work of restoring it, and they have done the work thoroughly and well. Among the things done was the addition to the inscription of Halleck's famous words:

None knew him but to love him,
None named him but to praise.

HE SET UP "THE STAR-SPANGLED BANNER."—Samuel Sands, the oldest printer in the United States, died near Baltimore, July 28. He was working in the office of the *Baltimore American*, in 1814, when Judge Nicholson, on the day after the bombardment of Ft. McHenry by the British, brought the manuscript of Francis Scott Key's famous national anthem into the office to be printed. All the compositors were at Northport defending the city, and young Sands was given the poem to "set up." Next day it was being sung all over the city.

OF SPECIAL INTEREST TO PUPILS.

REAL NAMES OF INDIANS.—The Indians have a neat way of fixing it. This Rain-in-the-face, Spotted Tail, Man-afraid-of-his-horses, is good enough to palm off on the whites, but each Indian has another name the whites never hear. First, he is named after his mother's gens or family. There are only half a dozen each. Snake, Wolf, Turtle, Bear, Eagle and so on. "The Last of the Mohicans," the young Delaware chief was found to have a tortoise tattooed on his breast; that gave his family. He was a Turtle, just as the bulk of the Scotch are divided into a few clans, the Stewarts, Campbells, Camerons, McGregors and others. To the Indian's family name is attached another, but it would be bad medicine to have it spoken outside the family circle, and give some of his enemies a chance to work spells.

IN THE FROZEN NORTH.—A traveler among the Hudson bay Indians says that no tent was carried, even in the coldest weather, and it was often 40 degrees below zero, with snow five feet deep. A hole was dug down in the snow with a snow-shoe, which makes an excellent snow-shovel. Some poles were then slanted over the hole, thrust into the snow on the sides; against the poles boughs were piled, and the loose snow was heaped over these. A warm hut was thus made, at the bottom of which the fire was started. The dogs were put back of them in this hut and thus helped to keep them warm. The Indians of that country live through the winter in bark tepees, with little clothing beyond a blanket, breech-clout, and leggings. Indian children are often seen playing in the snow bare-footed and bare-legged.

THE STEAMSHIP RECORD.—On account of the recent fast trip of the *Majestic* great interest now centers on steamships and their records. It is generally conceded that there are six ships that are about equal in point of speed. These are the *Majestic* and *Teutonic*, of the White Star line; the *City of Paris* and the *City of New York*, of the Inman line; the *Furst Bismarck*, of the Hamburg-American line, *La Touraine*, of the French line. As a matter of fact the *City of New York* has made a record that has not been equaled, in that she made over 500 miles a day for four days. The *City of Paris* made over 500 miles for three successive days. In favor of the *Majestic* it may be said that she had to fight against foggy weather, which is the greatest enemy of the ocean liner. There is quite a difference between the record of less than six days and that of the *Savannah* of twenty-five days made in 1818. In 1839 the *Sirius* cut it down to eighteen days and twenty-two hours, and the same year the *Great Western* reduced it to fourteen days and twelve hours. The *Alaska* cut it down to less than seven days in 1879, and the *City of Paris* to less than six in 1889.

CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. A questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

Please inform me through your question column how I can teach subtraction successfully to little children.
Tenn. M. F. O.

I would never undertake to teach subtraction until a class had become thoroughly familiar with units and tens, in the handling of objects, (splints, sticks, or tooth-picks are best). After a class have put ten units in one parcel (use elastic) and seen for themselves that they have made "one ten" and have changed this "ten" back to units (by removing elastic) they will be ready to understand subtraction. Begin with numbers like these $\frac{21}{10}$ and let the

children have the actual two parcels of tens and the one unit before them and they will readily see they have to "undo" a "ten" parcel to get units enough to work with, and the one "ten" left is visible before their eyes. Do without the objects as soon as possible. Do not, under any pretext of convenience, ever allow the children to increase the lower number, after they have "borrowed" one above. There is no way of explaining this and you will hopelessly confuse them. The term "taken" is preferable to "borrowed."

1. How would you interest pupils of the Fifth reader grade in their reading and what plan adopt in regard to definitions?
2. Would you have recess at different times for the opposite sexes?
3. Can a teacher in the country schools obtain any advantage from joining an agency?
Ohio. E. W. H.

1. It will be a wonder if your Fifth reader pupils are equal to the thought and vocabulary of Fifth reader selections. If they are not, the best thing for them is to induce them to take a Fourth reader. But as the number of a reader is supposed to be a gauge of advancement in ordinary schools, you would probably have great difficulty in bringing this about. If not, then look ahead and see the unfamiliar words or phrases in the first paragraphs and familiarize the class with their meaning, by using them in common everyday expressions. After being certain that obstacle is removed—and it may take the time of an entire reading lesson to clear one or two paragraphs from such obstructions—talk over the lesson, and extract the spirit of it and endeavor to have the class assimilate that before attempting to read it. The inflection and emphasis must come later from the skilful questioning of the pupils.

2. No, I would not "have recess at different times." These boys and girls must associate together through life and there is no better representative place than school grounds to teach a pure spirit of delicacy in comradeship.

3. A teacher in the country has just the same advantage in "joining an agency" as town or city teachers.

1. Would it be good form for a teacher in a common school to take off his coat in the school-room, on a hot day?
2. Are "school-hours" prescribed by an act of legislature or otherwise?
3. Has the teacher the power to compel pupils to remain on the school-grounds during recess?
4. What would be an appropriate prize for the pupil coming out victor in a prize competition in arithmetic, (middle form) geography, language, spelling?
Wisconsin. O. Z.

1. It is never proper for a gentleman to be seen with his coat off in a public place in the presence of others.

2. School hours are arranged by the local authorities.

3. A teacher can compel pupils to remain on the school-grounds during recess.

4. The prizes will depend so much on amount to be expended, that it would be impossible to advise.

Will you please state clearly the ends to be attained in the study of United States history, and what phases of history should be given most attention in order to attain these ends?
Hopewell, O. I. B.

We need to know the past history of any country to understand its present conditions. Aside from the fact that children need to know the history of their own country for general intelligence, is the deeper one, to study it with a view to finding what past events, as factors, have produced present results. How to teach it, to secure this is a matter of ingenuity. No two good teachers might do it alike and no teacher might teach it in the same way twice. To handle all leading themes topically would be a good way. If the subject of slavery was the topic, trace it from the beginning to its close as one connected chain. The trouble with all teaching of history has been that it has been taught as a mass of disconnected details.

Will you please recommend through THE JOURNAL, some good practical work in calisthenics?
Mo. C. W. T.

Among the best are, "Blakie's Sound Bodies," 41 cents; Beales' Calisthenics, 68 cents; Pratts' New Calisthenics, \$1.25. Published by E. L. Kellogg & Co.

THE EDUCATIONAL FIELD



DR. JOHN M. MILNE.

Dr. John M. Milne was born in Grange Hill, in Scotland, in 1850. His father was a miller and the son spent the early days of his youth working in the mill and also on farms. After he came to this country he attended the Holley academy. In 1871 he graduated from Brockport state normal school, and in 1879 he graduated from Rochester university. He received his degree of A. M. from Rochester in 1882 and was made a Ph.D. in July, 1890, by the regents of the University of the State of New York. He began teaching the classics at Genesee in 1872, and filled that position until October, 1889, when, on the resignation of his brother, Dr. Wm. J. Milne, he was elected president of the Genesee state normal. He is a cultured scholar himself and since he first came to Genesee in the capacity of instructor has insisted that all work done by his pupils should be very thorough. He is in sympathy with every movement which tends towards educational advancement, and none can visit the normal school without seeing many evidences of his efforts to keep the institution fully abreast of the times.

It is not so very many years ago, that a principal of a large union school turned the angle of a building on a Saturday morning and came upon a group of his high school boys sitting on a bench and all chewing tobacco. The meeting was not accidental; they were to go down the river on an excursion; the boat was not yet there and the principal followed his moral instincts. "Boys, you chew too much tobacco; now a little won't hurt you, but you chew too much." One of the keenest at rejoinder with a smile on his face said: "Well, Mr. C. if you will give it up, I will." "So will I," said another—so said they all in fact. They thought they were safe in the offer and made it not expecting the challenge would be accepted. "Well, boys it will be hard, but I will do it. When shall we begin?" "To-morrow morning." "All right."

Now Mr. C. had chewed for twenty years but he knew his duty, and determined to do it. It happened the next week was a vacation and he stayed at home and struggled with the enemy. He paced the floor in distress; he chewed catnips; he tried gum drops; he came out victor.

On the following Monday morning before school, the same boys grouped around Principal C., as he sat at his desk. He knew what they wanted. "Well, boys how does it go?" "How does it go with you?" one replied. "It was hard but I am all right." "You don't mean that you gave up chewing entirely?" "Certainly." "Why, we didn't think you could stand it."

The lesson he taught by that costly self-denial remains, though many that he taught in Latin and mathematics have been forgotten. It wrought a change in the man himself; it was noticed by the people of the town. He had never made a profession of religion, but not long after this step was taken, other movements indicated that he had stepped on a higher moral plane. He has passed away but his works follow him.

THE International Congress recently held at Berne, has been attended by geographers from all the countries

in the world. Among the questions discussed were those of the prime meridian, a universal hour, and the rules to be observed in the spelling of geographical names.

A resolution was introduced for the preparation of a map of the whole earth on a scale of 1:1,000,000, to destroy the illusion that all the countries of the world are sufficiently well known.

In connection with the congress there was held a geographical exhibition, at which all the nations except Great Britain and the Netherlands were represented. Much disappointment was expressed at the failure of America to send the great collection of maps that was recently on exhibition in Brooklyn and Boston, and which was the admiration of large numbers of geographers.

The Congress adopted a resolution to the effect that the geographical societies of the different countries represented should urge their respective governments to found chairs of geography in their universities.

OF the 5,547 matriculated young men at the University of Berlin, 208 are American. A great number of these are in the medical department.

THREE years ago the Cleveland College for women came into existence. The founders were the President and trustees of the Adelbert College which had hitherto been co-educational. Cleveland College is not an annex to Adelbert but is an independent department of Western Reserve University. The faculties of the two colleges are interchangeable. Larger quarters for the students are created by the generosity of two Cleveland women who will give it \$100,000 as the nucleus of an endowment fund.

A SENSIBLE, cultured lady, just returned from a trip over the sea, said to a teacher-friend to whom she was speaking of the incidents of travel: "Do teach your children how Americans should behave when they go abroad, if you teach them nothing else. It is too true that Americans attract attention in other countries by an over-confident manner, loud talking, and a boastful air; and it is not only the 'air,' either, for the vulgar habit of commenting on the national peculiarities of the people whom they meet in unfavorable comparison with the home country, cause them to be noticed everywhere. 'I don't know how it is,' she continued 'that we do not notice these bad manners more while at home, but they stand out very prominently when we see them in other countries.' Here is an opportunity for the teaching of ethics in the school-room with abundance of illustration of what *not* to do.

THE Wisconsin State building at the World's Fair will be two stories high, with not less than 10,000 feet of floor space exclusive of porches. The whole structure is to be built of Wisconsin material. The exterior walls are to be of stone, brick, and terra cotta, and the roof of slate, tile or iron made in Wisconsin. The interior is to be ornamented and furnished with plate, beveled, and mirror glass, Wisconsin pine and hardwood, and encaustic tile. The cost of the building is estimated at \$30,000. The commission has advertised for plans and offers a prize of \$300 for the accepted design and \$200 for the next in merit.

APPLICATION was made to those who got together the fine geographical collection of the department of geography of the Brooklyn Institute, to send a part of their material to Berne, for the recent session of the geographical congress. The request was not complied with, because it was believed that the material would be needed for exhibitions here before it could be returned from Berne.

THE attention of THE JOURNAL readers is called to the partition map of Africa in this issue by Prof. Redway. Nothing so reliable or minute as to the territorial claims of different nations has been published in the United States. The statistics of text were furnished by an officer of the Berlin conference.

THE venerable Poet Whittier writes the following lines in memoriam of his old friend, James Russell Lowell: From purest wells of English undefiled, None deeper drank than he, the New World's child. Who, in the language of their farm fields, spoke The wit and wisdom of New England folk, Shaming a monstrous wrong; the world-wild laugh Provoked thereby might well have shaken half The walls of slavery down ere yet the ball And mine of battle overthrew them all.

In Massachusetts it appears from a report that in 10 000 establishments the net profit in the capital invested is 4.83 per cent. This is worth thinking of. It is supposed that persons doing business make so much more money than those teaching. It appears that each employee receives an annual average for his labor of \$362; thus we represent a capital of \$7,000. What makes a man (in the above case men, women, boys, and girls are included), stand for \$7,000? It is his education.

It appears from a census bulletin that the total number of prisoners in the county jails June 1, 1890 was 19,538. Since 1880 this class has increased 53.95 per cent. while the population increased 24.86 per cent. The foreign element is larger than the native, 6,813 of the above total is foreign or immediately descended from foreigners. Now as to the increase of 53.95 per cent., it must be remembered that a person is now put in jail for things not once defined as crimes, drunkenness for example. The laws are far stricter than they were.

THE difficulty experienced in the United States Hydrographic office at Washington, over the spelling of geographical names has led to the establishment of a board by President Harrison. To this board of ten men, with Prof. Thomas C. Mendenhall of the United States coast and Geodetic Survey as chairman, all unsettled questions concerning geographic names which arise in the departments are to be submitted as the standard authority. This United States board has thus far adopted for guidance, in determining the official form or rendering of geographic names, the following principles.

WITHIN THE UNITED STATES.

1. That spelling and pronunciation which is sanctioned by local usage should in general be adopted.
2. Where names have been changed or corrupted, and such changes or corruptions have become established by local usage, it is not in general advisable to attempt to restore the original form.
3. In cases where what was evidently originally the same word appears with various spellings, sanctioned by local usage, when applied to different features, these various spellings should be regarded as in effect different names, and as a rule it is advisable to attempt to produce uniformity.
4. Where a choice is offered between two or more names for the same place or locality, all sanctioned by local usage, when which is most appropriate and euphonious should be adopted.
5. The possessive form should be avoided whenever it can be done without destroying the euphony of the name or changing its descriptive application.
6. In all names ending in burgh the final h should be dropped.
7. In all names ending in borough this termination should be abbreviated to boro.
8. The word center as a part of the name should be spelled center and not centre.
9. The use of hyphens, in connecting parts of compound names should be discontinued.
10. The letters C. H. (court house) as part of the names of county seats should be omitted.
11. In the case of compound names consisting of more than one word it is desirable to simplify them by uniting the compound parts.
12. It is desirable to avoid the use of diacritical characters.
13. It is desirable to avoid the use of the words city and town, as a part of names.

In March next will occur the three-hundredth birthday of John Amos Comenius, the famous bishop of the Moravians, one of the most celebrated and influential educational leaders of all time. An invitation has been issued, signed by many noteworthy names, to unite in doing honor to the memory of the great schoolmaster on this occasion. In view of the relation in which Comenius might have stood to Harvard College—as described by Cotton Mather—it is peculiarly appropriate that this celebration should be well supported in America, as well as in Germany and Bohemia.

The following are a few of the laughable errors that occur in type setting:

It is sad she is so handsome (hampered).
Heel of the boot (keel of the boat).
Old boy (bay) state.
Keat's night in jail (nightingale).
Including a discipline (description) of the ancient theater and its occasions (accessories).
Rosa Bonheur's celebrated House Fair.
It is very interesting to know that his father, though a hard-working peasant, learned something of music, and died modeling clay (did modeling in clay).
All continental discoverers to keep a dairy (diary).
She disclaims a portion of Shakespeare (declaims).

WHAT would the Prince of Wales be if the Queen of England should die?
"A orphan, ma'am."

Scrofula, boils, pimples, and all humors are cured by Hood's Sarsaparilla. Give it a trial now.

BOOK DEPARTMENT.

NEW BOOKS.

THE EDUCATION OF GIRLS. By Fenelon. Translated from the French, by Kate Lupton, M. A. Boston: Ginn & Co. 1891. 55 cents.

As great a place as Fenelon holds in the world of literature, he probably ranks higher as an educator. He was one of the educational thinkers whose theories seem to have been successful in practice, which gives to his writings an extra value. One of the most interesting things in in educational history is the change wrought by him in his pupil, the grandson of Louis XIV.; we are, however, disgusted with the treatment of the gentle archbishop of Cambray, by that vain and unfeeling despot. The treatise "On the Education of Girls," was written in 1680, at the request of the duke and the duchess of Beauvilliers. Although only thirty years old at that time Fenelon had had considerable experience in education as the manager of a convent. In chapters I. and II. the ordinary faults in the education of women are brought out. From chapter III. to chapter VIII. we have general observations, and the statement of the principles and methods that should be followed and applied in the education of boys as in the education of girls. Many teachers will be glad to get this educational classic in this cheap, and the same time handsome, edition.

THE TAMING OF THE SHREW. Edited by H. Howard Crawley. London and New York: Longmans, Green & Co. 1891. 168 pp. 35 cents.

The first edition of "The Taming of the Shrew" appeared in 1623. There is a difference of opinion as to the authorship, some believing that Marlow assisted in its production. It is distinguished as being the only comedy of Shakespeare that begins with an induction or introduction, the only other play having one being the Second Part of Henry IV. Katharina and Petruchio are two of the most interesting characters in Shakespeare's works, and therefore the play has been very popular for stage representation. It will be especially welcome in this handy annotated edition.

SHAKESPEARE'S ANTONY AND CLEOPATRA. With an introduction and notes, by K. Deighton. London and New York: MacMillan & Co. 1891. 230 pp. 40 cents.

In this play Shakespeare has followed plutarch and the actual course of history with remarkable closeness, and hence it is a valuable aid to historical study. Though "Julius Cæsar" and "Antony and Cleopatra" are united so far as some of the characters are concerned they show a widely different treatment. The former is severe in outline and everything is subordinated to the spirit of Cæsar; the latter highly colored, sensuous. "Antony and Cleopatra" was first published in the folio of 1623, but was probably written in 1607 or 1608. The introduction and notes will be greatly prized by the student who wishes to make a thorough study of the play.

RECOLLECTIONS AND IMPRESSIONS—1822 to 1890. By Octavius Brooks Frothingham, author of "Boston Unitarianism, 1820-1850. A Study of the Life and Work of Nathaniel Langdon Frothingham," "The Religion of Humanity," etc. New York and London: G. P. Putnam's Sons. 305 pp. \$1.50.

The author of these memoirs, a man of great intellectual ability, has made a strong impression on the thought of his time. His father before him was also a great thinker and writer and the lives of the two coincide with the most interesting period of Unitarianism. The book will be of intense interest to those who care to trace the history of religious thought for the past fifty or sixty years—to see how out of New England orthodoxy emerged the new school of thinkers of which the Frothinghams are leading representatives. In the opening chapter the author gives a critical sketch of his distinguished father and a just, though loving estimate of his mother's character. Next he considers his schools and the ideas that pervaded them. During his ministry at Salem he became acquainted with Theodore Parker, a circumstance that had a great effect on his future career. One result was his leaving Salem to found a new society in Jersey City. Here and in New York he was thrown into intimate relation with Dr. Bellows, and the greater part of one chapter is devoted to an analysis of the character and work of that noted man. In the chapter on "War" he describes the riot in New York in 1863 and gives extracts from a sermon. After stating the objects of The Free Religious Association he devotes chapters to the "Clerical Profession," "My Teachers," "My Companions," "My Friends," "The Present Situation," "The Religious Future of America," and "Confessions." The book is written in a most entertaining style and will be widely read and enjoyed on account of the glimpses it gives of noted men connected with various movements.

DICTIONARY OF THE GERMAN AND ENGLISH LANGUAGES. By William James. Thirty-first edition. Thoroughly revised and partly rewritten, by C. Stoffel. New York: Frederick A. Stokes, Co. 1,009 pp.

When a book passes through thirty-one editions this should be considered conclusive evidence that it is a very useful one. This dictionary, has been before the public for many years, and has enjoyed the favor of an ever widening public. The work has been practically recast and therefore on some important points differs from the editions that have preceded it. The bold type in which the leading words are printed in both parts of

the work will be found a decided improvement. The order of the main words has been made a strictly alphabetical one, compounds having been grouped under their initial parts only where this principle could remain intact. In the English-German part the English vocabulary has been greatly enlarged, and a simpler method of indicating pronunciation adopted. In the German-English part the alphabetical order of the leading words is based on the "neue orthographie" of 1879-'80; and the vocabulary has been considerably enlarged. There are other additions and improvements, which will be duly appreciated by students of both languages.

THE SPECULATOR. By Clinton Ross. New York and London: G. P. Putnam's Sons. 1891. 125 pp. 75 cents.

In this story the author depicts scenes from the life of a Wall street speculator. We are introduced to him at a splendid social party at his residence where rivals suitors seek his daughter's hand. There are rumors of his embarrassment and the next day comes the crash. He flies to the scenes of his youth, an inland city, for he cannot bear the change. His mind gives way under the heavy strain, but recovering his balance he returns to New York with plans for the restoration of his old position in the business world. Although his mind is alert his body is weak and he falls dead in the street. This story is its own commentary. Its truth will be recognized by hundreds who have experienced the fever and the fret attending the heavy risks in the big game of chance indulged in by stock holders.

WITH THE ADMIRAL OF THE OPEN SEA: A Narrative of the First Voyage to the Western World. Drawn mainly from the diary of Christopher Columbus. By Charles Paul MacKie. Chicago: A. C. McClurg & Co. 371 pp. \$1.75.

Anything about Columbus, the wonderful man whose faith in the correctness of his conclusions never wavered and to whose persistency the world owes the discovery of a new continent, is of interest now as the four hundredth anniversary of the discovery approaches. The publishers have therefore done well to give us this very full account of the first voyage of the great discoverer. The materials drawn upon for the book are largely the diary, letters, and other writings of Columbus addressed to his royal patrons of Castile, and we are surprised at the candor with which he speaks of his own weakness as well as his strength, his failures as well as his successes. Surely these records alone are sufficient proof of the innate nobility of the man. Some of the incidents in the narrative have been found in official documents bearing on the discovery; others are drawn from the testimony in the law suit brought against the Spanish crown after the death of Columbus, by his son Diego. The conversations are such as are reported to have taken place between the discoverer and his companions, and adds greatly to the liveliness of the narrative. From the time Columbus was the "Father Superior's sailor guest" to the time when he returned in triumph to Spain and was made a popular hero, his course is minutely traced. The book is bound in wine-colored cloth, lettered with black and gilt, and has gilt top and rough edges.

WORD BY WORD. Advanced. A spelling-book for the use of grammar and common schools. By J. H. Stickney, author of "Stickney's Reading Series," etc. Boston: Ginn & Co. 152 pp. 30 cents.

The material in this book represents the vocabulary of English words as it belongs to pupils in our public schools to know them, and the proportion of long and unusual words is smaller than in other current books. The method of treatment adopted is intended to develop accuracy of observation. Since suggestions and other appliances of method are of use only to the teacher they have been reserved for an edition intended solely for the teacher's use. Some of the lists of words given in this book are from stories in the "Teachers Edition," and in other cases the story and the list of words appear side by side. There are also exercises for dictation and for copying, lists of words taken from poetical selections, lists of synonyms, list names of animals, plural forms, etc. It will be seen that the book is very different from the old time spelling book, and its judicious use by the teacher and class will result in great benefit to the pupil. It is not only a spelling but a language book and will help develop the pupil's power to use words properly.

THEODORIC THE GOTH: THE BARBARIAN CHAMPION OF CIVILIZATION. By Thomas Hodgkin, D. C. L. New York and London: G. P. Putnam's Sons, 1891. 442 pp. Cloth, \$1.50; half morocco, \$1.75.

This volume gives us in a very readable form the history of an interesting character and of an important period. It carries us back fifteen hundred years to the time when the northern barbarians led by Alaric and Attila, overrun Italy and sacked the capital of the Roman empire. After the death of these chiefs the barbaric tribes they had so often led to victory split up, and the tribe of the Ostrogoths, from which Theodoric sprang, settled in the region which now includes Vienna. Fortunately the future ruler of Italy was sent to Constantinople in his boyhood and there learned those lessons in law and order that he was to substitute for the lawlessness of his ancestors. He learned his lesson well and during his thirty-three years' reign Italy profited greatly by his enterprize and public spirit. The frontispiece is a picture of the statue of this old-time hero that stands in the church of the Franciscans at Insbruck. There are several maps and many illustrations giving an idea of the life of that time. The book is well written and makes a pleasant introduction to larger and more

comprehensive works, like "Gibbon's Decline and Fall of the Roman Empire," that will be naturally sought by the thorough student of history.

SCHILLER'S DER GEISTERSEHER. Edited with introduction and notes, by Edward S. Joynes, M. A. Boston: D. C. Heath & Co., publishers. 118 pp.

The purpose of "Der Geisterseher" was undoubtedly a psychological and moral one, though in the unfinished state in which Schiller left it this does not as clearly appear as it otherwise would. The author evidently intended to show how one who was originally honest and upright, but without clear ideas or fixed principles, may become the ready tool for evil designs. The editor believed the work to be particularly well adapted for class use, rising as it does from easily narrative to higher forms. This edition is designed for students who have finished a First Reader. Should the reception of this volume warrant it, a similar but more advanced edition of Book II. may follow.

VIRGIL'S BUCOLICS. Edited for the use of schools, by T. E. Page, M. A. London and New York: Macmillan & Co. 154 pp. 40 cents.

The Bucolics are the earliest of Virgil's undoubted writings and were composed between the years 43 and 37 B. C. They have always been regarded as very graceful and pleasing works, treating as they do of rural life though idealized and somewhat artificial. About thirty pages in this little volume are devoted to the ten Eclogues and the remaining pages to the notes and the vocabulary. In the introduction is given a brief criticism of the poems. The volume is one of the handsome "Elementary Classics" series.

LITERARY NOTES.

Negotiations have been completed between France and Brazil for the protection of the literary property of the authors of the two countries by their respective governments.

The original MS. of Bishop Heber's famous hymn, "From Greenland's Icy Mountains," was sold in London recently.

A collection of autographs belonging to the late Dr. Baileys was sold in England recently. Among the many American "lots" were a complete set of the signers of the Declaration of Independence (\$4250.), and sets of the Presidents of the United States. A volume of letters by notabilities of Revolutionary date brought \$5200.

Martha Washington's Bible, which was bought by Michell's of this city at the sale of the Washington relics in Philadelphia, has passed into the collection of Mr. C. F. Gunther, of Chicago, the price paid being stated at \$5,000.

Countess Tolstol, wife of Count L. N. Tolstol, the author, recently made a successful business trip to St. Petersburg. She secured an audience with the Emperor, who was extremely amiable to her, and promised to protect her husband from all the annoyances to which the Committee of Censors has been subjecting him.

ANNOUNCEMENTS.

THE CENTURY COMPANY will issue Mr. Kennan's "Siberia and the Exile System," in two volumes.

HARPER AND BROTHERS have recently published "St. Katharines by the Tower," a novel by Walter Besant.

D. LOTHROP CO., have just issued "Business Openings for Girls," by Sallie Joy White, which tells of the various occupations women engage in to-day.

THE CASSELL PUBLISHING CO., issue an entertaining art story, translated from the French of Jeanne Maitre, by Anna Dyer Page. The title is "An Artist." They have also published the letters of Marie Bashkirtseff, translated by Mary J. Serrano.

THE LOVELLS will publish Blanche Willis Howard's story, "A Battle and a Boy."

PORTER & COATES have undertaken an edition de luxe of Carlyle's "French Revolution." It will be printed in handsome style, limited to 250 large paper copies, and will be illustrated with sixty photogravures.

MACMILLAN & CO., offer a volume by Henry Jones, M. A. on "Browning as a Philosophical and Religious teacher."

CHARLES SCHUBNER'S SON'S late publication "Gypsy Sorcery," a description of the nomads in all countries will be welcome by the admirers of that pleasing and versatile writer.

G. P. PUTNAM'S SONS are having a great demand for "Cabin and Plantation Songs, Sung by Hampton Students," arranged by T. P. Fenner and F. G. Rathbun.

G. & C. MERRIAM & CO., supplied their London agents with nearly 8,000 sets of the steel-plate engravings illustrating the new edition of Webster's Unabridged—the International.

LONGMANS, GREEN & CO., will publish on October 15, a collection of musical essays by Mr. W. J. Henderson, the well-known musical critic. There will be four main divisions in the work. "A Study of 'Der Ring des Nibelungen,'" "Wagneriana," "The Evolution of Piano Music" and "Robert Schumann and the Programme Symphony." The title of the work will probably be "Preludes and Etudes."

GEO. P. ROWELL & CO. issue "The Preparation of Advertisements," a useful little manual of practical hints for general and retail advertisers, prepared by various hands and edited by Mr. John Irving Romer, editor of *Printer's Ink*.

THE UNIVERSITY PUBLISHING CO., announce that they will continue the publication of the books purchased of the J. B. Lippincott Co., and will add them to the list of well-known textbooks which they (the University Publishing Co.) already publish. They will maintain in all future editions the superior quality of workmanship and the high grade of excellence that has characterized them in the past and that exist in all their publications. They will faithfully carry out all existing contracts of the J. B. Lippincott Company, with boards of education and school authorities for supplying these books, and will use every honorable effort to deserve a continuance of the public patronage and support.



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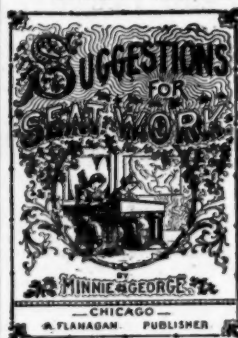
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